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ABSTRACT

The purpose of this parent education project was to strengthen the Israeli family as an educational unit, to increase its ability and knowledge in the field of education, and to broaden the range of responsibility and influence of the family over its young children. The first stage of this project was devoted to problems of early childhood. A series of 13 television programs, consisting of family dramas and discussions of the dramatized materials, was broadcast during prime time on Israeli television. After each program, approximately 1000 parent-discussion groups met to explore topics related to the TV shows. Discussions were guided by a specially recruited and trained team of professionals. Followup research was conducted among the general population, under-privileged parents, group leaders and leaders' supervisors, professionals in education, health and welfare institutions, and in parent-group discussion meetings. Findings concerning patterns in the behavior, attitudes and needs of parents, the broadcasts, and the parent discussion groups are given. Practical implications of the findings are discussed. (Author/RH)

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Translation of Introduction and Summary of Findings

A FOLLOWUP STUDY OF "PARENTS PROJECT"

Submitted to
The Instructional Television Center
and
The Chief Scientist
of the
Ministry of Education and Culture

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I. INTRODUCTION

1. A General Description of the Project

The general goal of the Parent-Project, in its various channels, was to strengthen the family in its function as an educational unit, to increase its ability and knowledge in the field of education, and to broaden the range of responsibility and influence of the family over its children. The first stage of the project was devoted mainly to problems of early childhood. Parents of young children, and especially the underprivileged among them, were the main target population of the project. However, since the project was defined as a mass-communication project, appropriate for the entire parent population, the broadcasts and other activities were conducted on a level designed for the broadest common denominator of parent population, and not necessarily for the underprivileged alone.

The project functioned through the following channels:

A. Television Broadcasts

A series of 13 television programs, entitled "Family Situation" was produced and televised. The programs, about one-half hour each, were broadcast starting mid October 1977, once every other week on Sunday evening during prime time of the Israeli television (8.30 p.m.). Each broadcast in the series was divided into two parts: (1) In the first part a family problem was presented in a dramatic situation. The roles of the family members--the parents and their four children--were played by actors. Also in the program was the figure of a psychologist observing, as it were, the situations in which the family finds itself, and clarifying to the parents and/or the children, as the need arose, the source of problems and alternative possibilities for solving them. (2) The second part of the broadcast consisted of a discussion held at the studio, in which a psychologist and/or parents took part and which referred to the dramatic part of the program, focusing on the problem raised. During the weeks that the series was not broadcast in the

evening, the previous Sunday's program was rebroadcast on Tuesday afternoon, within the framework of the Instructional Television. Likewise, on Tuesday afternoons once every other week a series of programs was broadcast (in those weeks in which the program "Family Situation" was broadcast in the evenings), which reflected activities of a workshop of parents and children. The topics dealt with in the workshop were also, naturally, topics taken from the daily life of a family, but not necessarily corresponding to the programs of "Family Situation". Apart from these two telecasts, discussion of the series "Family Situation" was allotted some time on the radio program "At Home", every Monday morning, following the telecast of Sunday evening. Listeners were invited to telephone the radio studio, present questions or express their opinion on the topics of the series. The radio program was designed to broaden and deepen understanding of the televised program.

B. Parent Groups

About 1000 parent groups with voluntary participation were opened throughout the country. This framework was designed to broaden and deepen the absorption and utilization of the project's messages by means of an organized interpersonal communication framework, also on as large a scale as possible. Use was made of the organizational framework of adult education in the Ministry of Education and Culture, and in Local Municipalities; also national, public and community institutions (e.g. schools, kindergartens, community centers, etc.) were directly approached to participate. It should be noted that the voluntary nature of participation in the parent groups' organization created an a priori selection procedure which was reflected in the readiness of the various institutions to become involved in the project. An emphasis of the Instructional Television authorities was put on opening groups in under-developed communities. The Instructional Television recruited and trained the required staff for group leading. The work was organized in the form of a fan: The fieldwork operation center was stationed at the Instructional Television, staffed with its permanent team. A selected team of experienced professionals (psy-

chologists, educational consultants, and the like) was trained to act as leaders'-leaders in the project (LL). Each LL was allotted to a group of leaders, his (or hers) main duty being to give professional guidance and consultation routinely throughout the work of the project. The parent groups met once a week. The televised program constituted a point of departure for group discussions (two meetings being allotted for each broadcast), the intention being to utilize the broadcast as a stimulus for an indepth discussion of an applicable nature, for the problem raised. Apart from concentrated training days and bi-weekly meetings with the LL, the Instructional Television provided the leaders with written material which included headlines for discussion on each topic, and various aides for group-activity. The parent-groups started operating simultaneously with the television broadcasts, though groups were organized and terminated throughout the project.

2. A General Description of the Followup Study Objectives

The Israel Institute of Applied Social Research was asked to conduct a followup study on the project, in order to provide feedback on its progress and to assess its success.

The followup study was limited to dealing with feedback based on reactions of the various populations involved in the project. A followup on the processes of production of the telecasts and their adaptation to the target populations was not included among the Institute's endeavours, as was not the process of organization and operation of the groups--neither from administrative nor from professional points of view. This fact, naturally, limits the range of conclusions that may be derived from this study for future projects of the sort.

Nevertheless, feedback from the various populations involved in the Project, was planned to be multidimensional, and designed to provide valuable information of a practical nature on many basic questions, such as: what behavior patterns and attitudinal approaches prevail among parents of various population groups, and what needs for parent education do they reflect? To what extent, and how did the project telecasts reach the general public and the specific target groups; what

factors, if any, hindered or increased exposure? What were the characteristics which constituted self-selection in group participation? What was the extent of success of group activities, according to objective criteria of group stability (continuity in attendance at meetings, lack of dropout, etc.) as well as to subjective assessment of satisfaction, feeling of improved functionality, etc. How does this success relate, if at all, to the activity characteristics of the groups (e.g. content orientation of discussions, social relationship network established in the group, organizational-technical aspects of group functioning, etc.) their socio-demographic composition and to the personal as well as professional characteristics of the leader? These are but a few of the universe of questions that the research was required to answer. A fuller picture of the research's aims and topics is presented further in this section, throughout the summery of the main findings, as well as in the detailed chapters of findings. Several interim reports presenting immediate feedback from the project audience (viewers and participants) and from the operation teams (leaders and LL) were presented to the Instructional Television Authorities during the project and immediately upon its termination. This feedback was provided to enable the production team to utilize the findings while preparing the second program-series, and the fieldwork team to utilize the findings while organizing the groups and training leaders. Results from the interim reports are cited in relevant chapters of the final report and are taken into account in this summary.

II. METHOD

1. Principles of the Research Approach

Three principles were at the base of our research approach: (a) Reliance on several information sources; (b) a multivariate approach in both the collection and the processing of data from each source; (c) Reliance mainly on direct evidence of the respondents regarding the functionality of the project, rather than on the researcher's objective pre-after measurement of actual changes occurring.

Underlying the first principle--multiplicity of information sources--is the assumption that only by integrating information obtained from various viewpoints, can we get a full picture on the progress of the project and its effectiveness. The various information sources were as follows:

(a) The general population. This source was investigated through the Institute's Continuing Survey which samples the general population in the four larger urban centers, in order to obtain a general as well as comprehensive picture of the extent and patterns of the telecast penetration.

(b) Population of under-privileged parents. This source was investigated by two sub-samples: parents participating in groups in disadvantaged areas, and parents in the same areas who were not participating in groups. In both sub-samples in-depth interviews were carried out during the project, (henceforth Stage a) which were designed to point out differences in the character and extent of parent involvement in the project (viewing only vs. viewing plus group participation). A follow-up study of the group participants was carried out (henceforth Stage b), upon completion of the project. This follow-up focused mainly on studying the problems of dropout and of the contribution and influence of group activities on subsequent functioning as parents.

(c) The population of group leaders and LL. This population was intended to be studied for two main reasons: one, for completion of the picture given by the participants on group activities and group dropout, and second, to receive feedback on the recruiting, the training, and other organizational and professional aspects regarding the leaders or LL in the project.

(d) Population of professionals in education, health and welfare institutions. This information source was investigated in order to study systematically the extent to which service providers in education, health and welfare served as public opinion leaders or mediatros between the project and the public groups with which they came into daily contact, and which constituted the main target population of the project.

(e) Parent-groups discussions. This information source is different from the others in that it involved direct observation and not responses of the various populations, and was intended mainly to study group behavior,

and shed more light on the participants and leaders data regarding the operation of the groups. Discussions of 20 groups were observed and recorded by means of a structured observation sheet, during the course of their meetings throughout the duration of the project. The twenty groups on which observations were made were not selected randomly; these were groups whose leaders volunteered to be observed. Hence they probably consisted of a representation of "top leaders", considering their professional self-confidence and their readiness for unreserved cooperation with the research.

The second principle of our research method--the multivariate approach--is reflected mainly in the various research tools (the questionnaires and observation sheets) which were devised for data collection, as well as in our procedures of data processing. A basic consideration in choosing the variables for each of the questionnaires was the need to suit them to the project's contents and goals, as presented to us by the project directors, and as reflected in the leaders training material, the script texts of the programs and the studio discussions that were integrated in the telecasts. These contents were conceptualized by means of mapping sentences.

The third principle in our research approach--the reliance on direct evidence given by the respondents--is based on the assumption that the project is mainly a communicative endeavour, of a relatively short duration, and hence one who is acquainted with communication literature cannot a priori expect changes in attitudes and behavior. Nevertheless, the research included a follow-up stage by means of which changes over time--due to participation in the groups--could be measured objectively. Such measurement was indeed carried out, but not given much weighting as a criterion of groups' success.

2. The Sampling, Samples and Data Collection from the Various Sources.

a. The General Population

As stated above, this population sampled from the Continuing Survey of the Israel Institute of Applied Social Research, represents the Jewish adult population in the four large urban centers (Tel Aviv and the Dan region, Haifa, Jerusalem and Beer Sheva) of Israel.

b. Parents from Underprivileged Populations

1) Sampling for Stage a

It was planned that 800 respondents would be selected to represent parents of children attending the national schools on the one hand, and of those attending the national religious schools on the other. Schools that had at least 50% of its pupils from underprivileged families (by the definition of the Ministry of Education and Culture) were sampled; half of the 800 parents were to be sampled from among participants in the groups that were to be organized in these schools or within other institutional frameworks (such as kindergarten, mother and child clinic, community center, etc.) in the same neighborhoods--groups that were defined by the project as underprivileged. The other half were to be sampled from among parents of the same schools and neighborhoods not participating in the groups.

(a) Sampling the participants

Group participants were sampled from lists of attendance at 64 groups. Some of these groups were organized in schools from which the non-participant parents were also sampled; some were organized in the same residential area but in a different institutional framework, while still some others were found in entirely different areas. We were obliged to use these 64 group rosters as a sampling source because they were the only available source for sampling at the time.*

(b) Sampling of non-participant parents

Sampling was done in two stages: First, schools were sampled, and second, parents of children in grades 1-4 were sampled from each school.

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* Clarification regarding the sampling procedure of participants, and description of the difficulties in the sampling process and the methodological problems are presented in the methodological appendix attached to the report. However, it should be stressed here, that as a result of various contraints in the sampling process, the participant sample under-represents those participants whose groups were closed down very early (before the sampling was done), or those whose leaders, for non-spelled out reasons, refused to cooperate with us and with the television authorities, and did not send in rosters of participants in their groups.

Sampling of the schools. Two sub-samples were extracted from a list of 104 schools (54 national and 50 national-religious) in which 50% and over of the pupils were classified as underprivileged: a sample of national schools (23) and a sample of national-religious schools (24). In extracting schools for the sample an attempt was made to represent equally those schools in which parent groups were organized and those in which they were not organized; this, in order to enable control of the extent of accessibility the non-participating parents had to a group.*

Sampling of parents from within the schools: In each of the sub-samples (national, and national-religious) a sample quota was determined for the various regions (Tel Aviv, Haifa, Jerusalem and Beer Sheva), and within each region a sampling quota for the various schools, in accordance with the proportion of underprivileged pupils in them. The higher the proportion of the latter, the greater weight did their region and their schools receive in the sampling. The weighting ensured that the extent of underprivileged in the sample would not fall from 70%. The names of the parents were sampled according to a random order from the rosters of pupils in grades 1-4. In all, 200 parents were selected from the national schools and 200 from the national-religious schools.

In all, 787 parents were interviewed. Distribution of the respondents by their residential area and by type of their involvement in the project is given in the following table:

Distribution of Stage A interviews by residential area and by type of involvement in the project (participants in groups vs. non-participants.

	Participants	Nonparticipants	Total
Tel Aviv and Dan Region	190	120	310
Jerusalem	169	86	255
Haifa and suburbs	67	51	118
Beer Sheva	34	70	104
Total	460	327	787

* During the study it became evident that in part of the schools the groups closed down right away while in other schools groups were opened later in the project. Hence, the "accessibility" variable could not be included in the data analysis.

Our preference for socio-economically comparable samples of participants and nonparticipants is expressed by the planning of of the sampling and by the great efforts taken to actually obtain such samples. In practice, however, things turned out somewhat different--a finding in itself. Our data showed a distinct differentiation in the socio-demographic composition of the participant parents as compared to the nonparticipant parents. The former group had a much higher proportion of mothers, of relatively young parents (up to 35 years), of small families (three children or less), of parents of very young children, of Israeli born persons (especially second generation of eastern origin), and of non-religious persons. Differences in social level--in favor of the participant parents--are also discerned in education and income. Details are given in the following table:

Socio-demographic characteristics of participant and nonparticipant parents (%)

	Participants (460)	Nonparticipants (326)
Sex		
Women	93	58
Men	7	42
Total	100	100
Age		
Up to 24	8	1
25-27	14	5
28-29	11	8
30-32	21	15
33-34	9	8
35-37	12	16
38-39	6	8
40-44	11	19
45 and over	8	21
Total	100	100

	Participants	Nonparticipants
No. of children		
1	8	-
2	26	17
3	30	18
4	19	15
5	7	14
6	5	11
7	2	6
8	1	7
9+	2	11
Total	100	100
Children's ages		
0-6	22	3
6-12	6	8
12+	3	-
0-12	33	31
0-6 and 12+	1	-
6+	17	28
0-6 and 6-12 and 12+	17	29
Total	100	100
Duration of marriage		
Up to 5 years	12	2
6-7 years	10	2
7-8 years	6	4
8-9 years	7	7
9-10 years	7	8
10-11 years	7	8
11-12 years	9	10
12+ years	42	58
Not married	-	2
Total	100	100
Respondents' education (years of learning)		
No schooling	5	16
UP to 4 years	3	7
5-8 years	34	38
9-10 years	25	17
11 years	8	5
12 years	16	7
13+ years	7	7
University education	2	3
Total	100	100

		Participants	Nonparticipants
Ethnic origin			
Respondent	Respondent's father		
Israel	Israel	4	3
Israel	Asia-Africa	21	8
Israel	Europe-America	8	5
Asia-Africa	Asia-Africa	54	73
Europe-America	Europe-America	12	10
Other combination		1	2
Total		100	100
Gross family income in Israel pounds			
Up to 1,499		2	5
1,500 - 2,499		3	9
2,500 - 2,999		7	11
3,000 - 3,499		13	13
3,500 - 3,999		14	10
4,000 - 4,999		16	17
5,000 - 5,499		11	8
5,500 - 5,999		9	7
6,000 and over		26	20
Total		100	100
Religiosity			
Observes religious laws strictly		12	25
Observes to a great extent		27	33
Observes somewhat		43	36
Does not observe, completely secular		18	6
Total		100	100

2) Sampling for Stage b

It was decided to interview about 250 mothers from among the group participants at the second stage of the research. Stage b was conducted only in the three large urban centers (Tel Aviv and Dan region, Haifa and Jerusalem). Its sample was extracted from rosters of group participating respondents that were interviewed in Stage a. They were divided into three groups, according to the nature of their participation, as follows:

Group 1: those reporting regular participation in the group (total 237)

Group 2: those reporting irregular participation (total 63)

Group 3: those reporting already in stage a that they had dropped out due either to their own withdrawal or the closing down of the group (Total 126).

The Stage b sample was extracted in a nonrandom fashion: regular participants (from group 1) were given first priority in each of the three interviewing regions. Respondents from groups 2 and 3 were interviewed as a reserve to fill the quota in each of the regions. In all 247 respondents were interviewed in Stage b. Their distribution by region of residence and nature of participation is presented in the following table.

Distribution of Stage B interviews by residential area and nature of participation

	Respondents from group			
	1	2	3	Total
Tel Aviv and Dan region	74	18	14	106
Jerusalem	69	16	11	96
Haifa and suburbs	35	10	-	45
Total	178	44	25	247

3) Data collection in the parents samples

Fieldwork of Stage a--in which 787 respondents were interviewed--took place between December 18, 1977 and February 18, 1978, that is between the fifth and 10th program in the television series. The interviews were conducted in the respondents' homes by means of a structured and mostly close-ended questionnaire. The questions were read to the respondents from the questionnaire and their responses were recorded on the spot. The fieldwork was organized so as to proceed concurrently with the interviews in the two parent samples (participants and nonparticipants); this, in order to eliminate in advance differences resulting from the influence of the project. The Institute interviewers were specially trained for the fieldwork of this study, and their work was supervised throughout by regional coordinators of the Institute as well as by the research team. Fieldwork for Stage b was conducted during the month of July 1978, about three months after the completion

of the project. In this stage, as mentioned above, 247 women were interviewed by the same survey procedures as in the previous stage.

c. Leaders, and Leaders' Leaders

It was determined that the leaders population would be investigated in its entirety. Leaders' rosters were provided to us by the project organizers at the end of January. These rosters, apparently, included also names of people who had been candidates for the jobs of leaders, and had even received preliminary training, but eventually did not integrate in the work as leaders. These "leaders" were requested to return to us the forms specifying the reason for their nonintegration in the work.

The research team sent a letter to all the leaders and the LL in which the research goals and its practical importance for planning subsequent stages of the project were explained. For leaders residing in the three large urban centers, Institute interviewers visited their homes, left the questionnaires with technical instructions for completing them, and set a date for collecting the filled questionnaire. A preliminary examination of this procedure showed it as the most preferred one by the leaders. The remainder of the leaders and the LL received the questionnaire and its accompanying instructions by mail and were provided with pre-paid Institute addressed envelopes for return.

The following table presents the distribution of approaches to the leaders--directly or by mail--and their returns, by regions.

1) The Leaders

	Total approaches			Total Returns									
				Completed			returned empty: dropped out			other reason			Un-
	Total	hand	mail	Total	*	**	Total	*	**	Total	*	**	returned
Tel Aviv & Dan region	515	178	337	154	98	56	53	34	19	57	46	11	251
Jerusalem	119	99	20	68	64	4	2	2	-	34	33	1	15
Haifa & suburbs	100	43	57	43	30	13	3	3	-	11	10	1	43
Beer Sheva	141	-	141	21	-	21	9	-	9	5	-	5	106
Ashkelon	61	-	61	5	-	5	3	-	3	1	-	1	52
The North region	253	-	253	49	-	49	17	-	17	7	-	7	180
Total	1189	320	869	340	192	148	87	39	48	115	89	26	647

* returns from those delivered by hand; ** returns from those delivered by mail

Hence, out of 1102 leaders who were employed by the project, somewhat over one third responded to our questionnaire; a relatively good response (60%) was obtained only in the procedure of handing the questionnaire directly to the leader in his home and taking it back after its completion.

As a result we have in our sample a relatively large representation of leaders who worked in the larger urban centers, and a relatively low representation of those who worked outside these centers.

With regard to the leaders' leaders whom we approached by mail only--with a reminder sent when necessary--the response rate was 40%. The following table presents the latter's response by region of operation.

2) Leaders' Leaders

Region	Total questionnaires sent by mail	Total completed questionnaires
Tel Aviv and Dan Region	46	18
Jerusalem	11	5
Haifa and suburbs	16	6
Beer Sheva	22	9
Ashkelon	12	6
The North region	35	13
Total	142	57

d. The professionals

Four groups of professionals were investigated: teachers of grades 1-4, kindergarten teachers, public health nurses and social workers. The sampling sources for the professionals were as follows:
(1) Sampling of teachers was taken from rosters of all class teachers of grades 1-4 of the same schools from which we sampled the parents, namely schools where at least 50% of their pupils were defined as underprivileged.
(2) The sampling sources for the kindergarten teachers, the social workers and public health nurses were rosters received from the respective departments at the local municipalities of those areas from which we sampled the parents and teachers populations.

From the rosters, we sampled in a random order, about 300 names in each of the four professional groups. In all, the professionals sample numbered 1,239 names. Each professional in the sample was sent a questionnaire by mail for self administration, with Institute-addressed pre-paid envelopes for returning the completed questionnaire. Each questionnaire was accompanied by an explanatory letter which described the aims and structure of the project. The letter also stressed how important the responses of the professionals, concerning the project and its contribution, and concerning the needs of the target population, were for planning the continuation of the project for the next year. The letter emphasized that their responses were required for their professional expertise. In all, 192 completed questionnaires were returned, i.e. 15%. The percentage in each professional group was as follows: teachers - 12%, kindergarten teachers - 11%, social workers - 14%; public health nurses - 20%. Needless to say that this return rate is very low and represents a biased sample of professionals who--aside from their daily work--reveal involvement in general social projects such as the Instructional TV Parent Project.

This statement referring to a low return rate and the resulting bias is based on findings of Heberlein and Baumgartner (1978) who studied return rates of mailed questionnaires and who found a much higher mean return rate and a high positive correlation (.45) between the importance of the topic in the eyes of the respondents and the return rate of mailed questionnaires.

3. Data Processing

The completed questionnaires from all the samples were checked by the research team and underwent content analysis and additional coding of the open and half-open questions. All the coded data were punched on IBM cards at the Institute's technical unit and put on magnetic tape for processing by the computer.

The various types of data-analysis carried out are described in the detailed findings chapters of the full report. For the most part, the analyses consisted of cross-tabulating the various subgroups

of respondents being cross-sectioned by demographic and regional characteristics of special interest. Also, multivariate nonmetric techniques developed at the Institute (e.g. SSA-I) were employed in order to study the structural lawfulness in the interrelationships among the various content variables included in the study.

4. Reporting of the Findings

An integrative summary of the main findings is reported in three sections, as follows:

Patterns of parenthood. This section deals mainly with characterizing the self-selection which occurred in group participation, and with identifying needs of parents in different parent target groups;

The Telecasts. This section focuses mainly on analysis of the patterns and the extent to which the broadcasted programs penetrated into sub-groups of the general public, particularly the underprivileged parents;

The parent groups. This section mainly describes group activities and discusses the various criteria for their success.

A discussion of applied implications of the research findings follows the integrative summary.

The detailed findings are presented verbally and by means of tables and graphic presentations within specific chapters of the full report in Hebrew. The various questionnaire schedules, including the marginal response distributions are appended to the full report.

SUMMARY OF FINDINGS

A: PATTERNS OF PARENTHOOD - BEHAVIOR, ATTITUDES AND NEEDS OF PARENTS

1. The major objectives in studying patterns of parenthood

A major and essential part of the questionnaire was intended to yield basic information on the extent and type of parents' involvement in the life of their children as reflected in the behavior, attitudes, values and needs the parents in our study express. The variables which serve this purpose were determined with direct reference to characteristic problems and situations in daily life of the family on the one hand, and with the general goals and objectives of the project and its specific telecasts on the other hand.

Three main objectives underlined this investigation:

(1) Characterization of the self-selection variables which result in voluntary participation in the discussion groups;
(2) Specification of the major needs of various subgroups of parents;
(3) Diagnostic investigation of the success obtained in the two major channels of the project: telecasts alone and telecasts accompanied by group discussions. The major questions at hand were the following:
(a) Did the project's messages of "good parenthood" penetrate more successfully into parents who showed evidence from the beginning of being "good" parents (according to the criterion of the project), or was it more successful among those whose behavior and opinion reflected a need for parental education (according to the criterion of the project).
(b) Was there any actual progress in the behavior or attitudes (according to the criterion of the project) of parents who attended the discussion groups regularly.

2. The universe of contents of patterns of parenthood

The major facets according to which the types of involvement were classified are the following:

(a) Is the involvement expressed in behavior or attitude with regard to both desirability and realizability?
(b) Is it direct (that is to say, relates to parent-child contact) or

indirect (relates to parent-other contact with respect to the child)?

(c) Is it positive non-authoritarian (i.e. involved with parents' constructive and positive activities towards the child, including openness to child's own perspectives) or is it negative and/or authoritarian (i.e. involving arguments and confrontations, involved with punishment, threats, nonacceptance of criticism, etc.)

The amount of involvement, of any type, was ranged (from high to low) according to frequency and amount, when behavior was concerned and according to direction (extent of importance, desirability, etc.), when attitudes were concerned.

3. Interrelationships between patterns of parenthood

A multivariate analysis, aimed at studying the interrelationships between the different types of involvement, showed that the three major facets mentioned above were those by which we were able to explain most clearly the empirical structure of the interrelationships between the variables in a smallest dimensional space. The analysis also showed that all behaviors and opinions expressing positive non-authoritarian involvement (direct or indirect) are related positively to each other with the parent's possible involvement and his direct actual involvement with his child being central in the structure. Various types of behavior reflecting authoritarian involvement are also positively interrelated.

No meaningful monotonic relationship--positive or negative--was found between parents' non-authoritarian behavior towards the child and their authoritarian behavior; yet, the findings hint that in the psychological sphere (when attitudes and value judgments approaches are concerned) parents who support non-authoritative involvement tend to relate negatively to authoritarian involvement, and vice versa.

Participation in parent groups was classified by means of our conceptual faceted framework as non-authoritarian indirect involvement with the child. And indeed, group participation was empirically found to have positive monotonic relations with other behaviors of this type

of involvement, as well as with direct active yet nonauthoritative involvement with the child. On the other hand, participation in parent groups had negative relationship to parents' authoritarian and coercive behavior in interacting with the child.

4. Level of involvement and types of involvement

The response distributions regarding the frequency and direction of the various patterns of parenthood show that a positive nonauthoritarian involvement--as against the authoritarian one--is the most frequent pattern among all the parents studied, both when behaviors and attitudes are concerned. It was found, also, that alongside the positive involvement pattern acceptable to these parents, there also prevails a direct involvement which is accompanied by personal tension and family conflict (between parents and children, between the parents regarding the children), but the frequency of the latter is relatively low in daily life.

5. Characteristics of self-selection in group participation

As has already been mentioned--while discussing the socio-demographic composition of the parent samples (participant sample as compared to the random sample selected from parent rosters of schools whose population was mainly underprivileged)--the participant sample included parents whose social status was higher than those of the random sample. Preliminary analyses of the data (reported in the interim reports) showed that behavior patterns, attitudes and values of parents which were considered, from the viewpoint of the project's goals, as reflecting good parenthood were more prevalent among the participant parents than among the nonparticipant ones. It was suggested in the interim reports that these differences were not the outcome of learning from the early stages of the project, but reflected, rather, initial gaps in the extent of involvement of these parents with their children, and that group participation was one expression of this involvement. In order to arrive at a more reliable conclusion as to whether patterns of involvement with children acted as criteria of the self-selection process, we

carried out comparisons between parenthood patterns of participant and nonparticipant parents, with the socio-demographic background held constant.

Indeed the findings show that the self-selection occurred not only in socio-economic terms but also in terms of behavior and attitudes as a parent: at any socio-economic level, parents who participated in the groups reported a higher involvement with their children, direct or indirect, in behavior, attitudes and values. Hence it can be concluded that the more intensive treatment of the project--the parent discussion group (that also included regular viewing of the programs) was given, due to the self-selection factor, to those who had, to begin with--according to the project's value-judgment--better achievements as parents. The project, in its approach and content, probably acted as a legitimizing agent for the participant parents. If participants learned new things in the group, they were, it seems, in the spirit of the values, attitudes and behavior already acceptable to them.

On the basis of these self-selection characteristics, the findings of other topics such as the penetration of the broadcasts to the project populations, and the contributions of group participation, must be examined very carefully.

6. Parents' needs as reflected by their behavior and attitudes

With reference to the project objectives, an analysis of patterns of parenthood in the various parent subgroups, cross-sectioned by family characteristics (sex of parent and age composition of the children) by socio-cultural background (education and origin), was carried out. In addition, we present an interpretation of subgroup gaps as indicators of needs and as identification of target groups for educators.

This analysis showed the following facts:

(a) Fathers are an important target group for the parent educator. The main problem is not to convince them of the need for their involvement in the life of the child, which they accept, but to cause them to put their potential involvement into practice.

(b) Parents of children aged 6 years and more are identified as a target group whose active and non-authoritarian involvement in the life of the child, both in the value-attitudinal aspect and the behavioral aspect, should be strenghened and encouraged.

(c) Attitudes and behavior patterns of parents of the lower educational levels and of eastern origin, display a need (again when evaluated from the project's viewpoint) to strengthen their feeling of self-control and their awareness that parental involvement in forming the child's personality and intellectual development is possible, and insofar as the child is concerned, is much more influential than involvement of environmental extra-familial agents. Parents of these groups when at all expressing feelings of control, express it in an authoritarian manner rather than in sensing their ability to enrich and to form the child's personality. However, they attribute importance to, and are interested in obtaining educational and psychological knowledge from professional sources. It is needed, then, to turn these parents' interest into action, to weaken their tendency towards coercive authoritarian behavior and to strengthen their readiness to consider the child's viewpoint.

These findings regarding the involvement of parents of relatively older children, and of parents of underdeveloped strata, undoubtedly reflect a situation of a lack of proper tools: the more complex the child's intellectual and social needs the more the parent (especially of lower socio-economic status) loses his self-confidence as well as his actual ability to meet his child's needs. This is true also of parents, of low social levels, of younger children. Indeed, an analysis of patterns of parenthood, with parents classified by combined age composition of their children and education level, showed that the education factor is the main determinant of gaps in both attitudes and behavior.

7. Needs cited directly by parents and professionals

From a series of open questions presented to the respondents of all the research populations, about problems, tensions and needs in family life, and from records obtained during the observations at the parents' discussion groups, it appears that the area of family relations

(parent-children and mainly discipline and sibs-relations), as well as the relations between the home and the educational institutions (especially the school) ought to be treated in the framework of education for parenthood.

8. The findings in the light of additional sources from the literature

A number of known works (though not empirical) in the area of sociology and education in Israel (Eisenstadt 1955, 1956), Frankenstein, 1957, Amir 1970, Smilansky 1968) mention some common features as characteristic of behavior of low education parents. Of these, the most significant are: (a) emphasis on the authority of the adult and demanding blind obedience from the child; (b) limitation of the child's independence; (c) lack of attention to the child's personal needs; (d) lack of attempt to penetrate into the child's inner world; (e) maintaining little interpersonal communication with the child. Our research, which is both empirical and up-to-date, verifies these statements and presents cogruent data.

Our findings regarding patterns of parenthood prevalent among the low social groups also correspond to research findings in the U.S.A. (Bronfenbrenner 1958, Kohn 1969, Zunich 1961, Kamin and Radin 1967). These works too emphasized the fact that parents of low strata reveal greater rigidity in obtaining blind obedience from the child and greater sensitivity to social norms than to the personal needs of the child. Compared to them, parents of medium strata show more interest in the development of the child's independence and self-control, in obtaining internalized discipline and in satisfying the personal intellectual and emotional needs of the child.

Shamgar-Hendelman and Belkin (1978) who studied the relationship among the low strata between family communication and learning achievements, suggested that strenthening of communication and solidarity within the family may raise the child's achievements at school. Our research showed that poor communication within the family is more prevalent among low strata parents than among those of higher socio-economic levels.

It was found that the same needs mentioned in our study as those requiring handling in projects dealing with parenthood education, are also cited to be of first priority in other research done in this country (Forti 1976) and elsewhere (Kraft and Chilman 1966).

B: THE BROADCASTS

1. The main objectives in studying the broadcasts penetration

The "Parent-Project" was defined as a project of mass-communication, in its two major channels--the broadcasts, and the parent discussion groups. The use of a television series of a realistic-dramatic nature, with an educational content, presented in an attractive and easily understood manner at prime time of television viewing, was intended to attract as wide a public of viewers as possible. However, the main emphasis of the first 13 programs was problems of early childhood, and the primary objective of the project was to form and strengthen certain patterns of parenthood, mainly among underdeveloped and disadvantaged parents. Therefore, parents of young children, and mainly of disadvantaged levels, may be regarded as the main target group of the project.

In the light of this, the study conducted a comprehensive investigation into the penetration of the broadcasts within the general public and within the specific defined target groups, with the aim of assessing the extent to which the project succeeded to fuifill its primary objective. The analysis also focused on the examination of whether participation in the discussion groups deepened the penetration of the broadcast messages.

2. The universe of content of the broadcast penetration

The patterns of penetration were investigated in all the research populations (the general public, disadvantaged parents, professionals in the fields of education, health and welfare, and the project's personnel--leaders and leaders' leaders) from three points of view: exposure to the broadcasts, attitude toward them (enjoyment, understanding, identification and need satisfaction) and discussions held about them.

The more the respondents' answers testified to exposure, positive attitude, and holding a discussion, the more they were evaluated as evidence of a successful penetration of the program.

3. The broadcast penetration in the general public

A representative sample of about 1000 respondents of the adult Jewish population in the four main urban centers of the country was interviewed to investigate broadcast penetration in the general public. The most significant findings of this investigation are:

(a) The series gained much popularity in the general public, in exposure as well as in enjoyment, and both in absolute terms, as well as in comparison to other television prime time programs broadcast during the same period.

(b) The series was perceived as functional and helpful; yet it was evaluated more so in the cognitive sense (enriching knowledge) than in the instrumental sense (solving actual problems in the family).

(c) An analysis of the programs' penetration into subgroups of the general public shows a more successful penegration to the main target groups: parents of large families and of relatively low education, (excluding the most extreme underdeveloped sectors who in general are exposed to television to a minimal extent.)

(d) Penetration to the population of fathers, as compared to mothers, was low; it is consistent, however, with the difference in television viewing in general existing between men and women, the former viewing less regularly.

(e) The program was viewed, apparently, to a great extent by children.

(f) The three aspects of penetration--exposure, attitudes, and discussions--are positively interrelated with each other, i.e. the more the program was watched, the more positive was the reaction, and the more it led to discussions following the viewing.

4. Penetration of the program in the disadvantaged parent population

An in-depth investigation on the degree to which the program penetrated the disadvantaged population of parents was carried out within the two special samples that represented disadvantaged parents: the systematic random sample of parents of children in grades 1-4 in

schools having 50% disadvantaged pupils, and the sample of participants in the project's parent groups.

A. General picture

The penetration of the program in this parent population was more comprehensive in all the aspects (exposure, attitude, and discussion) than in the general population (again, excluding the extreme disadvantaged sector). This finding was reconfirmed in the finding of the Continuing Survey which shows that penetration in the specific target groups was more successful.

Almost all parents of these populations (90%) watched more than one program of the 13 in the series, and almost all (93%) enjoyed them. About three quarters stated that they found similarity between the problems raised in the programs and the problems in their family, and that after the programs they discussed the program topics with family members. The majority assessed that the programs helped them in fulfilling cognitive needs (general knowledge about approaches in education, child development, etc.) and cognitive-instrumental needs (knowledge required for daily parental functioning, knowledge necessary for self-criticism, etc.)

B. Penetration of the broadcasts in subgroups of parents of different socio-demographic backgrounds

This topic was separately investigated in each of the project populations: group participants (who were exposed to the program as part of their group activity) and nonparticipant viewers (who were exposed to the program as part of their general television viewing patterns). The findings show that regarding the attitudinal aspect (enjoyment, identification with the problems and the main characters, and assessment of the functionality of the program) the program penetrated with utmost success in the main target groups: i.e. parents of low education on the one hand, and parents to young children, on the other, and that this penetration was more intensive among the participants than among nonparticipant viewers.

Similarly, it was found that parents of low education, of eastern origin, parents to young children, and mothers consistently revealed

greater interest in television as an educational means, both by expecting it to fulfill needs of enrichment and education and by assessing highly its educational potential. This finding, too, is congruent with findings of a research on "The Leisure Culture of Israel" (p. 288). That investigation, designed to examine the efficacy of a discussion group as a channel for widening penetration of broadcasts, showed that both from the attitudinal viewpoint including assessment of the functionality of the program for satisfying various needs, as well as from the communicative aspect (discussion of the program topics at home and with friends) the penetration was more successful in the participant than in the nonparticipant population. This gap between participants and nonparticipants is found to be consistent both in the general comparison of these two populations, as well as when the participants are compared to nonparticipants in subgroups that are homogenic in social background and family role. It is particularly significant among the disadvantaged sector of parents. Also, the participants in each of the socio-demographic subgroups revealed greater attitudinal and behavioral interest than the nonparticipant viewers toward the educational function of the television as a communication media. They reported, likewise, more selective tv viewing. It may well be that this approach toward the television was also a factor in the self-selection process leading to participation.

In the light of the differences between participants and viewers in their general orientation toward television, and in light of the fact that participants out of their free choice were exposed to the series and its topics in a directed situation which focused on the program and related topics from the child's education and family life spheres, it is not surprising that penetration was more successful among the participants than among the nonparticipant viewers in each of the social categories. The combined exposure--viewing and participation--raised the level of parents' identification with the messages of the broadcasts and sharpened their sensitivity to their functionality. This effect is strong in the low strata of the project populations. When the functionality of the series was compared to that of other personal

and mass communication media, regarding the need of parents "to know if I am fulfilling properly my duty as mother/father", it was found that the project's TV series was ranked first in every strata of the population.

It was found that among the lower strata, who reported receiving a low level of aid from other media and channels regarding this need, the series appeared to fulfill the gap, while in the other more developed groups it served as a supplement to other media and channels. A comparison of participants with nonparticipant viewers, regarding their use of communication channels for self criticism as parents, showed that in each socio-demographic sector, the participants more than the viewers attribute importance to this particular need, and attribute more functionality to personal and mass communication channels in fulfilling it. This too, evidently, may be regarded as a factor in the self-selection process of group-participation.

C. Relationship between penetration and patterns of parenthood

This topic was investigated in order to examine whether penetration was more successful among parents who from the start showed more advanced parenthood patterns (according to the project's criterion) or rather among parents whose behavior patterns required development. The examination with regard to each of the penetration aspects pointed to the fact that there is no systematic set of relations between parenthood patterns and extent of penetration of the programs. The few positive relations that were revealed, suggest that among the nonparticipant viewers, the program penetrated more successfully in those who to begin with had testified to "good parenthood", by the project criteria.

5. Penetration of broadcasts in the professionals population

Penetration of the broadcast into the population of professionals from the fields of education, health and welfare, was included in the research in view of the professionals' frequent contact with parents for whom the project was geared and their ability, therefore, to serve

as mediators between the project and the parents. However, our request to sample from this population for feedback and suggestions for the continuation of the project, gained little response. This fact indicates, in our opinion, a lack of involvement of these professionals in the Parent Project, or alternatively, the insignificance of the project for them. Those who did answer our questionnaire, might be considered the most involved. These, it was found, knew of the series, and exposure to it was even higher than among the general public. Enjoyment of the program was also high among this group and was no smaller than that found among the general public and disadvantaged parents.

Discussions with colleagues at work were held more frequently by the professionals than were discussions held by parents with their personal friends. However, again it must be remembered, that the professionals responding in this research are not representative of their population. As for their role as public opinion intermediaries, with many opportunities to recommend the project, the data indicate that even those who did respond to our questionnaire did not exploit their role: more than half of the professionals did not discuss the program and its topics with parents of their clientelle, and did not suggest to them to watch the program. Those that did discuss the program with their clients, did so to a small extent. Nevertheless, it should be noted that professionals dealing mainly with parents of young children (kindergarten teachers and public health nurses), and especially those working in disadvantaged communities, testified to more intensive interaction with their clientelle regarding the program than did the others. The professionals answering our questionnaires found the broadcasts to be functional for parents, and cited mainly cognitive functions (e.g. enriching their knowledge in education, sharpening their awareness of the child's needs), and instrumental cognitive functions (object for identification, providing tools for self criticism, etc.).

6. Penetration of the broadcasts in the leaders and leaders' leaders populations

These populations, which are, too, mainly professionals from the fields of education, health and welfare, were actually members of the project staff and were included in the study mainly in order to receive feedback from them on the work done at the parent groups. This feedback also includes information on the use they made of the television program, their attitudes towards the topics dealt with and towards the written material they received for handling the discussions. However, we also had a special interest to examine their personal attitudes to the broadcasts, both from the content aspect and from the visual aspect. The findings, compared to those obtained from the other professionals, who were not staff members, pointed to the fact that the closer the professional was to the core of the fieldwork operation (the hierarchy being non-staff professional, leader, and leaders' leader) the less positive his attitude and the more severe his criticism regarding the messages of the broadcasts and their visual elements (such as the televised discussion, the image of the psychologist, etc.)

7. Findings in the light of the literature

While reviewing recent literature in communication and education we learned that the Parent Project of the Instructional Television as a parent educational mass-communication project--which combines use of television and discussion groups--is rare in its kind. In its format it responds to the need raised by Perrin (1977) for combining teaching by television with additional educational means. Indeed, we found that a very similar television series to our project's, entitled "Footsteps" was produced recently in the United States (see Eric 1977a, 1977b, and 1978), and its screening on a public channel started at the beginning of this year. But no research data are yet available on reactions to it and on its penetration to the general public and to its main target groups (young parents of the 17-25 age group). Gibson (1970) also reports on television teaching of adults of the Italian language which is supported by group activities, similar to the series "Ivrit B'siman Tov"

of the Israel Instructional Television, but brings no empirical data regarding the evaluation of its success. Data provided by Mendelson's (1971) followup research on the penetration of a series televised in California intended for adult education (but not for parenthood) are comparable to ours. A comparison of Mendelson's data with ours on viewing patterns, on the ensuing discussions, and on identification with the problems raised, shows that the penetration of "Family Situation" to the project's main target group was more successful than was the TV series studied by Mendelson in its target group (Mexican-Americans of working class).

C: THE PARENT DISCUSSION GROUPS

1. The main objectives in studying the parent discussion groups

The feedback on the fieldwork and its success is based on rich data collected directly from the group participants and their leaders by means of structured questionnaires. The main questions underlying this investigation were:

(a) What are the main motives for the parents and the leaders to participate actively in the groups, and how do these motives relate to the personal and professional characteristics of the participants and the leaders?

(b) What was the nature of the organization and operation of the discussion groups: what kind of discussion dynamics developed, what kind of relationship developed among the participants, and between them and the leaders? To what extent did the discussions adhere to the televised program topics and to the material prepared for the leaders? To what extent did the discussions diverse from these topics and enter the personal, familial and social spheres of the participants. How are these characteristics of group activity related to the personal backgrounds of participants and leaders and to their motivation to take part in the discussion group? In what manner are they related to the professional background of the leaders and to the extent of their exposure to training in the project.

(c) What were the main reasons for dropout of participants and of leaders from the discussion groups? In what sectors of participants and leaders was dropout more prevalent?

(d) What was the extent of success of group activity, by objective criteria such as: stability as expressed in continuing up to the completion of the project, regularity of the meetings, attendance of participants, lack of dropout, small rate of participant exchange, etc.?

(e) What was the extent of success of the discussion groups by subjective criteria such as: feelings of participants and of leaders regarding the contribution of the group discussions toward enriching personality, raising self-confidence and improving functionality of the participating parent; regarding satisfaction of the participants, the extent to which their expectations were met, and the extent of their readiness to take part in a project of this type in the future too.

(f) What were the components of success of the parent discussion groups? How does success--by both objective and subjective criteria--relate to the background and motivation characteristics of the participants and leaders? What is the structure of interrelationships between group success and its organizational characteristics, the social relationships emerging within it and the discussion contents?

In order to add to and to enrich the information gathered from participants and leaders, additional information on the workings of the discussion groups was gathered also from the population of leaders' leaders (LL) as well as through systematic observations of all the discussions held throughout the project within about twenty groups.

2. Who took part in the groups?

a. The Participants

We have already noted that participants were of a relatively high level from within their communities, both in their social background as well as their behavior and attitudes as parents, using the criteria of "good parenthood" of the project. No such differences, however, were found between those who participated regularly, those who participated irregularly, and those who dropped out in initial stages of group operation. This fact strengthens our claim that there was a clear self-selection process in actually coming to the discussions.

The feedback on the nature of the group activities and its contribution to parent functionality during the project and after its completion was obtained only from the regular participants (all mothers) who therefore are to be regarded as a relatively positively oriented sample toward this channel of the project.

As for the level of the participant parents, compared to other parents in their community, this may be learned from assessments of the leaders and leaders' leaders: about half of them said that participant parents were not underprivileged; of those who did consider them to be underprivileged parents, the majority said they were above the general level of their community. The majority of leaders and LL expressed the wish to see the project penetrate to lower strata of the population.

However, when comparing the participants in the group discussions to the general population, the social status of the participants was found to be less than average. Almost in all groups the majority were mothers of 2-4 children, with at least one child under the age of six.

B. The Leaders

Just as mothers were in absolute majority in the participant population, so did women have the majority (90%) in the leaders population. The most frequent leader was a mother (mostly of two children) in the 25-44 age group, and of western origin. About half were professionals in the field of education, and the remainder were from the health and welfare professions. Over two-thirds of the leaders said they had no previous experience in leading group discussions, and over one third did not receive any training for such work before joining the project staff.

3. Motiviation for participation

a. The participants

The motivation of the parents to participate in group discussions was examined directly and indirectly as reflected in both values and behavior. In a series of direct questions, participants were requested to indicate the extent to which each of a set of various needs motivated them to participate. The importance they attribute in general to various parental needs and the extent to which they face problems in daily functioning as family-heads was examined separately. No monotone relationships were found between general parenthood values on the one hand and the direct motivations for participation or the degree to which one has problems in parent functioning, on the other. The importance attributed to the various parental ' functions in general was found to be directly related to the social status of the parents: the higher the social status of the parent, the higher the importance he attributes to his various roles as a parent.

Various direct motivations for participation--especially cognitive and instrumental ones--were found to be interrelated with each other. Various problems characterizing functioning as a parent were also found

to be related to each other. Yet, analysis of the interrelationships between problems and motivations show that stress stemming from parenthood is related to social motives of a rather escapist nature for group participation (i.e. a wish to get out of the house, and to have the company of others) and not to cognitive motives (the wish to enhance knowledge) or instrumental ones (the wish to improve self functioning as a parent). Nevertheless, the data indicate that cognitive and instrumental motives were much more prevalent among the regular participants than were the pure social motives, which were claimed by less than half of them. All the motives were mentioned as important at a relatively greater frequency as the level of the mother's education declined and as her children's ages got smaller. Social motives of of escapist nature were more frequent with relatively older mothers and those with many children. Problems in functioning as a mother were also mentioned more frequently by the participants with the decline in their level of education and the increase in number of children, and was found more salient among mothers of eastern origin. However, the problems mentioned the most frequently by the general sample of participants and various sub-samples of them, are those of stress and conflict in interaction with children.

B. The Leaders

From responses of the leaders to questions examining their motives to participate in the project, two separate types of motives are apparent: altruistic motives (for the sake of society), which were the more frequent (over 80%), and egoistic motives (satisfaction of personal, professional or economic need of the leader), which were also very frequent (mentioned by about three quarters of the leaders), and apparently related to self-initiated participation in the project by the leader, as opposed to leader-participation initiated by either the project's operation coordinators or other institutional authorities.

4. Organization of the discussion groups

As mentioned above, this research did not intend to followup directly on the methods of group organization. The data given below were obtained from the participants and leaders.

The majority of the participant women reported that they joined the groups through the recommendation of a professional from the fields of education, health or welfare, and for the majority it was also the sole source of knowledge about the parent discussion groups. This fact emphasizes greatly the importance of these professionals as intermediaries between the project and the general public in their care. However, the data obtained from the professionals themselves (and it should be remembered that these professionals revealed relatively high involvement in the project) show that more than half of them knew nothing about the project's groups.

The majority of participants in a group claimed previous personal acquaintance with each other, though this is not surprising since the groups were organized within existing community frameworks. Most of the participants expressed satisfaction regarding the place and time of the meetings.

Almost all the leaders in our sample worked in parent groups which were particularly organized within the project framework. Most of them claimed at least some personal involvement in organizing the group. This involvement was found to be related both to the extent of contact the leader had with disadvantaged parents in his daily work, as well as to previous acquaintance with the parents whom he brought to his group.

A number of questions addressed to the leaders referred to technical arrangements and attitude of the institution hosting the group, to the administrative tasks imposed on leaders and LL, and wages and payment conditions. Whereas the majority expressed satisfaction from the two former aspects, the majority--both leaders and LL--expressed complaints regarding wages, both with respect to the amount and the delay in payment. These complaints were more frequent among leaders who continued with their work to the end.

Leaders' training processes

The stages and types of training given to the leaders was investigated, by means of many questions. It was found that contact on the part of the leaders with the leaders' leaders--both prior to commencement of work, in order to receive initial training for the job, as well as during the project for receiving assistance in carrying out the job--was central for leaders' general and specific assessments regarding the training. However, it was found that the higher the professional expertise of the leaders, the less their attachment to the leaders' leaders. Most of the leaders made contact with their leaders prior to commencement of the project and were then informed on how to contact him later. A smaller proportion, though still the majority, received initial information on the project's aims and broadcasts, while administrative information regarding the project was given only to about half of the leaders. The majority received the written material on time, used it and expressed satisfaction with it.

It was found that during the project the bi-weekly meetings with the leaders' leader and other leaders trained by him, became the most useful and the most helpful training channel. Regional concentrated study days--when taking place--did not draw many participants. Non-participation in the latter was explained either by lack of information about them or inability to get there.

Opinions of leaders as well as those of LL differ regarding the sufficiency of the training given - half the responses are positive and half are negative.

Criticism and suggestions for improvements in the training focuses on the following points: (1) bad selection of leaders; (2) superficiality of prior training and its timing which was too close to commencement of the project; (3) flaws in distribution of the written material; (4) enriching the written material with a bibliographical list and with further suggestions for simulation and role-playing; (5) providing written material on techniques of group leading. Leaders' leaders mentioned cases of "drying up", i.e. a state in which they could no longer contribute to the leaders under their supervision.

6. Group activity

a. Participants

Reports of participants on the content of discussions held in their group, suggest that there were two main alternative patterns of discussion: discussions with an orientation revolving around the broadcast contents, and those revolving around problems raised by the participants themselves. The latter pattern of discussion was reported more frequently than the former. No interrelationships were found between the nature of the discussion and its length, or the quality of interpersonal relations within the group.

An absolute majority said that a pleasant atmosphere prevailed in their group. Participants' assessment regarding the group's general atmosphere was highly related to their more specific evaluations concerning: (a) the quality of the leader and the nature of relations emerging between him and the participants; (b) the interpersonal relations developed among the participants themselves; (c) the personal feeling regarding own status in the group. Percentage distributions of the various evaluations show that positive assessment--both referring to leader-participant relations or to participants interrelations--is higher (and very high in absolute terms) in the cognitive and affective aspects of group functioning (general information delivered and general patience for others) than in its instrumental aspect (i.e. suggestions for solving actual problems). However, the instrumental aspect too got positive assessments by over half the participants. The data also show that social relations widened as a result of group participation and that most of the participants continue to maintain social relations with other participants whom they had not known before, even after completion of the project.

Positive assessments of the leaders were more frequently expressed by participants of lower education, of eastern origin and mothers to many children--social groups that a priori attributed higher values to information emanating from external professional authority. The age of participants' children was also found as a distinguishing factor in assessing group activity

with mothers of younger children (who were the main target population) expressing more positive assessments than those of older children. The examination of individual feelings of the participants regarding personal status in the group showed that a general feeling of leadership rises with the rise of participant level of education, and is higher among those of western origin. This feeling among the Westerns with higher education was expressed by haughtiness ("I felt I knew better than others"), while among those of eastern origin--if present--this feeling was more socially oriented ("my opinion was accepted by the others"). Participants with the feeling of leadership of the latter type, were found to be more positive in all their assessments of the group's activities than those with haughty attitude.

B. The Leaders

The leaders reports suggested also the existence of two alternative types of group discussions. Those with an orientation toward the broadcast content were more frequent in groups that watched the program together as part of their activity; (although the project's intent was to do so, not all groups did). Leaders of such discussions reported more often that the participants of their group enjoyed the program and found it interesting. Participants' problems centered discussions were more frequently held by leaders who claimed their participants did not enjoy the broadcast, and by leaders whose professional experience was greater.

Most of the leaders reported collective viewing of the broadcasts by their participants, and the majority said they restricted the discussion to the broadcast issues (though they did not devote much time to discuss the program itself) and that in handling the discussions they used the written material. Most of the leaders reported positive reaction on the part of the participants regarding the broadcasts, and the majority were of the opinion that the broadcasts and discussions complemented each other. However, like the participant sample, the leaders too, manifested lack of awareness of the other broadcasts connected with the project, namely, the televised parent-children workshop and the radio broadcasts.

The observations made during the project on the work of about twenty parent groups in Jerusalem, Haifa and Tel Aviv, revealed a very similar picture regarding group activity to the one described by either the participants or the leaders.

8. Dropout and its causes

a. Participants

Already in the preliminary stages of the project a dropout of about 30% occurred, and it was due--according to the majority of dropouts--to objective reasons hindering participation, rather than reasons related to the group activity, its contents and functions.

Among those who participated regularly in the beginning of the project, and whose groups continued to operate, a dropout of 24% occurred later on. This dropout too stemmed--more frequently--from objective external reasons ("difficulty in getting out of the house", mentioned by 41%) than from reasons related to the group activity; however, unusefulness of the project was mentioned as an important reason for dropout by one third of the later dropouts. A minimal percentage of dropouts mentioned as a cause social reasons, either internal to group activity (atmosphere or stresses in the group, etc.) or external ones (influence of outsiders).

Great consistency was apparent in participants' assessments regarding dropout on the one hand and quality of activity of the group, on the other: the less positive the assessment of the leader and the atmosphere, the more they attributed dropout to internal contextual reasons (i.e. feeling of unusefulness of the discussion), while the tendency to attribute dropout to external objective reasons rose with the increase of positive assessment of the group activity and its usefulness.

Dropout of participants was claimed to be the main reason for closing-down groups earlier than planned. Nevertheless, only half of the participants reported on preventive measures taken in their groups against participant dropout.

b. The Leaders

Similar to the picture drawn by the participants, the leaders also reported on two alternative types of reasons--internal-contextual and external-objective--for dropout, and the latter--which were mainly technical--were mentioned at a much greater frequency. The leaders also mentioned irregularity in participant attendance, and those with a large proportion of disadvantaged parents in their group said the dropout was also due to inability of these parents to follow the discussions. Leaders' leaders also mentioned the quality of the leader as a dropout factor, but as having less weight than objective external reasons. Dropout of participants was the only main factor mentioned as causing leaders' dropout. The majority of leaders and leaders' leaders think that dropout may be overcome by coordinating participants' expectations with appropriate activity by improving the leaders' quality and by providing pleasant and convenient physical conditions for the meetings.

9. Criteria of successful operation of the groups

a. Participants

Participation success--with respect to the participant's personal sphere--was examined in depth by several series of questions and observations relating to: (1) direct attitudes toward participation; (2) direct attitudes expressing the additional contribution of group discussion over that of the broadcast itself; (3) extent of consistency of participation; (4) personal assessments of the improvement made in parental functioning as a consequence of the project; (5) actual improvement (as determined by the researcher) in behavior and attitude patterns as a result of participation, the improvement judged by criteria of the project's aims. In general, it was found that all variables belonging to the first four series of criteria of success (i.e. all reported by the participants themselves) reveal positive relationships with each other. Actual changes observed by us on the basis of comparison of behaviors and attitudes of each participant in stage A and stage B were not found to be related to those and not even to each other.

Success on the personal level is high: a great majority (three fourths) expressed satisfaction with their participation and almost all expressed the wish to participate in the same type of group next year too. About three fourths of the participants who participated regularly at the commencement of the project, continued to do so to the end. About two thirds reported various improvements in their functioning as mothers, and about half assessed the discussions in groups as being more functional for them than the broadcast programs in themselves. Greater positivity toward participation was expressed mainly by participants of medium educational level (9-11 years of schooling) and of eastern origin, as compared to westerners and to those of extreme educational levels (lower and higher); this is so when satisfaction is concerned as well as when personal assessments of improvement in functionality as a mother is concerned. Regularity in participation, however, prevailed at a higher rate in participants of western origin. Changes that appear to have occurred (i.e., expressed in a desirable--from the project's viewpoint--difference in participants' attitudes and behaviors from stage A to stage B of our research) were reflected mainly in the attempt to understand the child's viewpoint and teach him new things (both indications of direct nonauthoritarian involvement), and they were found mainly in participants of low social status. In these participants there was also a considerable decline in the authoritarian feeling toward the child. Two additional changes observed by us in our comparison over time pointed to an increase in direct involvement in the child's life, although this involved parent-child arguments too, and to a decline in discussions held with the husband on matters concerning the child, alongside a rise in discussions held on these matters with friends.

We also learned from the data that the more a woman participated in the group for improving her cognitive and instrumental ability to function as a mother, the more did she assess positively her participation and its consequences, and the more regularly did she attend the meetings. On the other hand, the social motivation for group participation was related only to feelings of satisfaction. No monotone relations were found between severity of the problems in the daily life of the participant (as described by herself) and the various criteria of personal success. The various

parenthood patterns were not found to have any monotone relationship (positive or negative) with success of group activity on the personal level either. It may be said, therefore, that it is motivation which is positive, conscious and directed towards improving functionality as a parent that is related to success on the personal level, rather than value attitudes and behavior that indirectly testify to an interest in certain parenthood patterns, or to a desire to learn in order to free oneself from a problematic situation in the area of parent functioning.

As could be expected, positive monotone relationships were found between specific assessments regarding the nature of group activity and general assessments regarding participation. The more positively all activity aspects were assessed, the more satisfaction was expressed by the participants and the more readiness was expressed to participate in such a group the following year. Satisfaction and readiness to repeat participation were found to be higher among women who expressed a low degree of leadership. Positive assessments regarding the improvement occurring as a consequence of the group activity (as well as regarding the additional contribution of the discussions over the broadcasts) were found to be positively and monotonely related to assessments of the quality of the leader, and were more frequent in participants whose feeling of leadership--if expressed--was socially oriented and not haughty. Regularity in participation, nevertheless, was found more frequently among those who expressed a high feeling of leadership. Two general criteria of success of group activity (low rate of dropout and continuation of group till the end of the project) were also found to be positively related to personal satisfaction from participation and to personal regularity of attendance.

b. The leaders

Two types of criteria from leaders' data served in investigating the extent of success on the group level:

(1) variables objectively reflecting the stability of the group .

(2) variables reflecting success as subjectively assessed by the leader, both regarding group stability, as well as the quality and functionality of its activity.

The criteria of these two types were found to have positive monotone relations with each other, which indicates that the assessments of the leader on his group success were anchored in objective facts. As stated above, about half of the groups (55%) closed down during the duration of the project, the majority in the third trimester of activity. Participant dropout was the most frequent, almost the sole, cause for closing the groups. Not only total close-down of half the groups occurred, but there was also a decrease in size of the remaining groups: over half the groups completed their activity with less than nine participants. The leaders, however, were not severe in their assessment of the extent of dropout in their groups, especially if we compare them to the LL: the majority thought it was a small to medium-sized dropout; close to half of the LL, on the other hand, described the dropout as very extensive. Most of the leaders assessed that their participants were satisfied with the group activity and their expectations were fulfilled. The majority also pointed out that their self-confidence in leading discussions strenghtened during the project.

A number of relationships were found worthy of mention in analyzing aspects related to group success:

(1) A relatively higher success occurred in groups of leaders whose daily work was in the field of education; and who were relatively older and parents to children.

(2) The more the leader joined the project out of altruistic motives, the more highly he assessed the satisfaction of his participants.

(3) The better the organizational aspects in operating the group (conditions provided by the hosting institution and the attitudes of its staff, lack of strain on the leader with regard to administrative tasks), the higher the success of its activity.

(4) The findings suggest that groups that contained fathers, and groups that contained also, or only, parents of young children, achieved a greater degree of success.

(5) Discussions oriented around the broadcasts and accompanying written material were found successful by evaluative criteria, while discussions oriented around participants' problems were found successful by objective criteria reflecting stability of the groups. Also previous acquaintance between the leader and his group reveals a positive relationship with extent of group stability.

(5) The lower the success of a group (both as concerns its stability and the leader's assessment of participant satisfaction) the more the leader sees dropout as caused by contextual and social factors within the group.

To summarize, it is worthwhile noting several common features regarding group operation and its success in reports of participants, of leaders and of leaders' leaders, as well as in our observations carried out during the group discussions.

(1) Participants in the discussion groups belong to a relatively low strata of the public in Israel, when compared to a general random sample of parents, but they are, in fact, the elite of this social strata, both by their social background as well as by their behavior and attitudes as parents.
(2) The majority of participants arrived at the discussion groups through a recommendation of a professional from the area of education, health, or welfare; but the recommenders, apparently, were mainly professionals who were invited to work as leaders in the project, and recommended participation as part of their involvement in organizing their groups.
(3) About half of the groups closed down before the completion of the project, mainly due to dropout of participants. This, apparently, occurred mainly because of objective difficulties external to the project (difficulty in getting out of the house, no arrangement for the children, etc.) and not on the basis of frustration or disappointment from it. And indeed, the majority of both participants and leaders testify to a pleasant atmosphere during the discussions, satisfaction on the part of the participants, fulfillment of expectations, interest, etc. The majority testify to a good framework of relations during the group functioning, both between the leader and participants, as well as among the participants and that as consequence of participation there occurred a widening of individual social ties of the participants.
(4) The findings suggest that the main functions of participation were cognitive (enriching knowledge) and affective (pleasure, satisfaction). Instrumental functions (solving family problems, intrafamilial communication, etc.) appear to have gained less from the project.

10. Discussion of findings in the light of the literature

The findings described above are congruous with other findings reported in the literature.

The phenomenon of self-selection in participation, which leaves the lowest strata outside the activity and brings to the discussion groups those who have a higher initial level of functionality, is described in works of several researchers (e.g. Auerbach 1960, Kraft and Chilman 1966, Forti 1976, 1978, Pinton 1976). Some of these researchers claim that dropout from activity is characteristic mainly of people from the lower strata who lack the required level of ability for group participation.

Lack of involvement by fathers in educational activities organized for parents is also a finding recurring in all the above-mentioned works, be they works done in the U.S.A. or in Israel. As in our research, also in Forti's (1976) who investigated parent-groups organized in schools, it was found that the rate of regular participants was about one third of the entire participant population. Lack of participation was explained by parents in Forti's research by objective external reasons. In the light of this finding Forti suggested organizing morning meetings for mothers, but Pinton (1976), who reports on a morning home-economics program for low-strata mothers, which included baby-sitters services, also testifies to a high dropout rate (50% of participants dropped out after two meetings) mainly due to lack of interest. Kraft and Chilman (1966) who conducted a survey among directors of educational programs for parents noted, on the basis of the responses they received, that the dropout problem was a basic problem and report that most of the projects did not succeed in continuing for more than eight weeks. They suggest, on the basis of their survey, that in the lowest strata there is a higher chance of success with regard to group stability when forming groups that teach parents specific assignments rather than when forming discussion groups.

The problem of leading the discussion groups has received less coverage in the literature and focuses mainly on the issue of professional training of the leader. When the education of a target population from the lowest strata is concerned, two extreme opinions are mentioned in the literature: one (e.g. Lindner 1969), that supports hiring a leader from

the community itself, and who a priori has a higher educational level and who is supplemented with leadership training. Yet, Lindner emphasizes that it is undesirable to hold discussion groups with the lowest strata; the second (e.g. Forti 1978) that supports group work, but requires that the leader be qualified in psychology and group dynamics. In the light of this approach Forti criticizes severely the form of recruiting leaders in the Television Parent Project. Other views fall in-between these two extreme approaches: Auerbach (1960) indicates a need for some training for leading and does not attribute importance to the professional sphere of the leader. Kraft and Chilman also report on conflict between educational project directors and parents regarding leaders' training, though the majority agree that some professional background is necessary. But, Kraft and Chilman also emphasize important personal characteristics of the leader (energetic, flexibility, motivation to help, empathy towards others, etc.)

In view of the above data, and in comparison to research done in the country on participation in similar projects, with respect to the stability of such projects and on the extent of dropout, the Television Parent Project, which operated on a mass-voluntary basis (and not a limited institutional basis like Forti's and Pinton's) was quite successful. The televised program which served as a stimulant for the group discussions, broadcast at prime-time, gained much popularity and apparently strengthened participation in the parent discussion groups. All the advantages mentioned in the above-cited literature of discussion groups as an educational channel for adults, find expression in our results from both the participants' and leaders' viewpoints. Both state that the participants learned from the project, and especially became aware of the fact that others also had the same problems as theirs.

IV. PRACTICAL IMPLICATIONS FROM THE RESEARCH FINDINGS

1. Broadening the participant circle for additional populations

One of the significant findings that has a practical implication for the organization of group discussions is the issue of self-selection in participation characteristic of a voluntary form of group organization such as ours. The organization of groups occurred only in those institutions where there was a priori some readiness to devote energy and resources for this type of activity, and the parents who came to participate in them were those who a priori felt the need for actualizing and deepening their responsibility as parents. In our groups, the most disadvantaged layer of the population was absent.

The needs of parents from the disadvantaged strata for strengthening the feeling of control over their child's life (in its positive non-authoritarian sense) and their interest in receiving information in the field of education from personal professional sources, are also significant findings, which give considerable weight to the need for an operation method that can more successfully penetrate into this strata. Also the fact that participation in the parents groups deepened the penetration of the televised messages, both in pleasure and identification as well as in the intensivity of the ensuing discussions, and that this deepening occurred mainly among the lower sector of the population--a sector in which the program viewed was almost the sole channel for self-criticism of parental behavior--this fact too strengthens the need to bring such parents to the meetings.

The contribution of the group activity toward enriching knowledge and strengthening self-confidence as a parent, is assessed positively by the majority of participants and leaders, and is more significant among participants of lower and medium-lower levels. Satisfaction with participation rises inasmuch as the social status declines. These two are arguments in favor of the need to invest efforts to increase the rate of participants from low social levels. These findings even suggest that it may be desirable to work within these levels in a non-voluntary manner;

for example: to include group participation on a more-or-less obligatory basis in kindergartens and schools in various regions; this, in view of the fact that group discussions do actually meet the needs of parents of these levels.

As for motivation for participation, the information derived from our findings may be quite useful. It was shown that social motivation (the wish to get out of the house) prevailed relatively more frequently among those that came from the lower strata. Therefore, in influencing parents from these strata to come to the meetings, emphasis should, perhaps, be placed on its social advantages.

Another significant characteristic in the self-selection process is the parent's sex: absence of fathers from the meetings is also a matter to be considered, especially when the educational norm requires participation of the two parents in rearing the children and handling family life. The findings suggest that activity in 'mothers-only' circles may be dysfunctional in parent-relationships in that it weakens the communication between the spouses regarding the child, and in that it leads the mother to increase communication with other mothers, to the extent that it is no longer only complementary to within-family communication but substitutes for it. Organization of parent groups within the framework of places of work (mainly in plants and institutions whose majority of workers are men), with the social activity being emphasized no less than the learning activity, and to which couples and not individual parents are invited, may strengthen penetration simultaneously to fathers and to lower strata of the population.

Another possible way of encouraging participation of fathers, on the one hand, and disadvantaged populations, on the other, is presenting participation in parent-groups as part of the family life in future episodes of the series "Family Situation". We learned that one of the main functions of the series was to give legitimization to behaviors, and creating situations and objects for identification with. Bringing the parents in that series to participate in a group--in one or more episodes--when the other participants are also parents of both sexes, from various social levels (with emphasis on the lower), may perhaps constitute a model

of behavior for parents who watch the series but do not participate in group discussions. A way of providing more information on the existence of the meetings--and this is necessary mainly for parents of low strata--is to have more concrete notices broadcast on television on the existence of the meetings and on the places where one can get exact information on their activity. We found that the main and almost sole source of information about the meetings were professionals in educational institutions, in the community centers, and mainly by those who themselves were involved as leaders in the project.

2. Use of the professional community as mediators of the project

The findings indicate that the professional population that functions in educational, health and welfare institutions and who were not recruited to the project staff, did not serve as "public opinion mediators" between the project and their clientelle. There was a lack of information among this population on the parent group meetings. It is desirable, for the future, to initiate stronger involvement of the professional community in the project by directly approaching it and by providing them with information on the contents and framework of the project. This population should be recruited to encourage parents to watch the series and to participate in meetings, even if there is no intention of recruiting staff members from among them. Also, it is necessary to distribute information sheets, prospectuses and posters in educational, health and welfare institutions, to be hung in visible places and/or to be given directly to parents, in order to encourage them to watch the series and to convince them to take part in the group activities.

3. Use of televised programs

The use of a televised dramatic program at prime time of the general Israeli television proved to be extremely efficient, both for bringing the project's messages to the general public and, even more importantly, for penetrating into specific target groups. Except for the lowest and marginal sector of the population that does not watch TV at all, use of this medium

was found to be most suited to meet the interest of the low and medium strata of the population in television in general and in the functional use of it for strengthening and enrichment in particular. These findings, in addition to the leaders' assessment that the broadcast aided operating the group meetings, and that the latter's usefulness would have been much less without this aide, lead to the conclusion that the program should be continued and at prime time of television viewing.

From the respondents' reactions to the television series, the topics raised in it and its major characters, it seems that it is enjoyable to most viewers, and provides to a large part of them the opportunity for identification. Parents express the wish to have the series include various Israeli families in their natural situation. This fact should therefore be taken into account when writing the scripts for further episodes in the series. Also, among the viewers who asked for changes in the composition of the family and the images in the series, there is a tendency to prefer a family of a lower socio-economic level. Perhaps these preferences on the one hand and satisfaction from the series as is on the other, may be handled by introducing an additional family into the program "Family Situation", which would represent a somewhat lower-level family than the one on the program. The problems dealt with in the program might be somewhat different in the two families and thus the extent of identification with the series and its main characters might be increased.

Positive attitudes were expressed by the majority of viewers and participants toward the psychologist in the program, his explanations and advice. This is another expression of the general appreciation of parents, especially of the lower strata, of professional authority in the area of psychology. Objection toward the image of the psychologist was expressed mainly by leaders and leaders' leaders, and objection increases with the rise in their psychological training. Whether this objection is based on the principle that parents should be freed from dependence on authority, or whether it stems from the possibility that the psychologist in the program is a competitor to the group discussions, the actual needs of the parents should be considered, especially those of the lower strata, since, as already mentioned, the latter require professional confirmation.

Other broadcasts carried out in the project framework (parent-children workshop and the radio program "At Home") did not reach the great part of the public--mainly because of lack of awareness of them. Even the forum of parent-groups was not sufficiently utilized for passing information and recommendation regarding these parts of the project. Therefore, attention should be given to publicizing the existence of these additional channels of the project, if they are continued in the future, especially since such publicity can be done with no additional expense through the existing framework of the project. These channels should be encouraged, if possible, and they should be made accessible for educational-psychological consultation, especially if the producers intend to continue with the dramatic series without the image of the psychologist (as was already done in the second series of programs).

4. Operation of group meetings

The findings show that operation of the groups in a community framework is a good model since the physical closeness to place of residence and previous acquaintance with other participants are components of success. It is desirable, therefore, to continue to utilize these residential institutions for operating the group meetings. Yet, the findings suggest that a more homogenic composition of the groups--by the criterion of children's ages--may increase the interest in the discussions and their relevance for most participants and reduce dropout that stems from lack of interest. However, it is also desirable to maintain relative homogeneity in the socio-economic aspect, in order to prevent social polarization in the groups and occurrence of haughtiness on the one hand, or feelings of inferiority and inability to follow the discussion, on the other.

As for recruiting and training of leaders, the findings suggest several practical conclusions:

(a) When recruiting leaders it should be remembered that leaders in the field of education, middle-aged, and experienced in teaching, were found to be the most successful. It is also possible that if more groups were lead by men, more fathers would participate.

(b) Groups where the discussions were oriented around the participants' problems were found to be more stable. Hence this type of orientation--which was also more frequent in groups led by experienced leaders--should be encouraged.

(c) The leaders' leaders constituted a central link in the training network, both in meetings conducted prior to commencement of the project, as well as in its duration. Careful selection of leaders' leaders and enriching them professionally, is very important, especially in view of their own reports that they ran out of subject-matter ("we got dry"). Large-scale study-days for leaders did not prove themselves to be useful. Written material did help the leaders, but apparently it is necessary to improve its distribution and to enrich it, in view of the leaders' requests, with bibliography and with guidelines to group dynamics and group leading methods.

(d) The group activities were mostly verbal-discussive, with very little use of activities such as role-playing, etc. It was found, likewise, that the contribution of the project to pure instrumental functioning (such as solving family problems) was less apparent than the contribution to knowledge and self-confidence. It may be that if the activities in the groups become more instrumental than theoretical in nature, their contribution toward instrumental functioning would also increase.

(e) Dropout from the groups and the rate of their closing down were not found to be exceptional compared to other projects conducted in Israel and abroad among similar populations. Nevertheless, the opinion prevalent among those involved in the group activity is that, in principle, dropout can be decreased, even though its main reasons are objective factors external to the project (especially the difficulty to get out of the house). It is reasonable to assume that if the group activity is very attractive, and if close relations are maintained among the members, which gives them the feeling that their attendance is welcome and important, they can and will overcome objective difficulties.

Among the ways suggested for restricting the dropout are: (1) Prior coordination between the group program and the participants' expectations;

(2) composition of groups by criteria of common interest (as explained above); (3) creating an interpersonal communication network for passing on reminders among the participants regarding the meetings - and especially a followup on absence of members and renewing contact with participants who have absented themselves from a meeting. This contact can be made through the participants themselves, but it is desirable that it also be made directly between the leader and the dropout candidates; (4) creating better opportunities for personal contact between the leader and the participants, perhaps a reception hour for intimate discussion of problems that one does not wish to reveal in the group forum; (5) ensuring convenient and pleasant conditions at the place of the meetings, and emphasizing the social dimension of the group meeting and of the new network of acquaintances created through it; (6) with the intention of satisfying the participants' interest in receiving professional information, it would appear that a "guest appearance" of a psychologist or educational consultant (a function that can be fulfilled by the leaders' leaders) may also help to consolidate the group's stability. Such guest appearance can be organized mainly for stimulating activities in groups that have lost their impetus.

And finally, mention should be made of the matter of payment. True, the research showed that the additional income was not the factor motivating the leaders to participate in the project, and that delayed payment or the amounts were not a factor of leaders' dropout; however, there was great and unnecessary bitterness among the leaders on this topic, which became more severe the longer they stayed on the job.

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